

# IST2003 INTRODUCTION TO THE HEBREW BIBLE - RESIDENTIAL

## FALL 2021

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### I. COURSE DESCRIPTION

Catalogue description: An introduction to the literature and history of ancient Israel and early Judaism with special attention to the various methods appropriate to studying the Hebrew Bible.

Additional description: As an introductory course, this class is designed to provide a one quarter survey of the Hebrew Bible. It is organized according to the canonical arrangement of the Hebrew Bible. We study the content and themes of the books of the Hebrew Bible, their historical and social backgrounds, and scholarly interpretations and approaches to the materials. Among the objectives of the course is to prepare students for further coursework in biblical studies and to develop each student's skills in critical, close readings of biblical texts.

### II. DESIRED COURSE OUTCOMES

The following are the desired student outcomes for this course:

1. students gain greater understanding of the major aspects of the critical study of the Hebrew Bible;
2. students increase their knowledge of the content of the Hebrew Bible, the types of literature it contains, and the historical and cultural contexts in which this literature was produced, through readings, lectures, course discussions, and assessments;
3. students improve their critical reading skills of biblical (and other) texts, through readings and course discussions;
4. students learn and begin to use scholarly theories and approaches to the interpretation of the Hebrew Bible, through readings, lectures, and class discussions;
5. students learn to interpret the Hebrew Bible in the larger context of material artifacts, archaeological and geographic sites, and other ancient materials, through readings and course discussions.

### III. TEXTS

#### A. REQUIRED TEXTS

*New Revised Standard Version* (NRSV). This is the translation we will use in the course for all class work, written work, online postings, and other “official” contexts. If you do not own a copy of the NRSV, please make arrangements to gain access. If you would like to purchase a print version, I recommend Harold W. Attridge, ed. *The HarperCollins Study Bible-Student Edition: Fully Revised and Updated*. San Francisco: HarperOne, 2006. ISBN 978-0060786847. The only online site of which I know that provides open access to the NRSV is Oremus (bible.oremus.com); please make sure you use the NRSV from the options provided in the drop-down menu under the search box.

Brown, Michael Joseph. *What They Don't Tell You: A Survivor's Guide to Biblical Studies*. 2<sup>nd</sup> edition. Louisville: Westminster John Knox Press, 2015. ISBN 978-0664235949.

Coogan, Michael D. and Cynthia R. Chapman. *A Brief Introduction to the Old Testament: The Hebrew Bible in Its Context*. 4<sup>th</sup> edition. New York: Oxford University Press, 2020. ISBN 978-0190903756 (p).

Newsom, Carol A. Sharon H. Ringe, Jacqueline E. Lapsley, eds. *The Women's Bible Commentary*. 3<sup>rd</sup> edition. Revised and expanded. Louisville: Westminster John Knox Press, 2012. ISBN 978-0664237073.

Petersen, David L. *The Prophetic Literature: An Introduction*. Louisville: Westminster John Knox Press, 2002. ISBN 978-0664254537.

Additional readings will be made available through the Canvas site.

## B. ADDITIONAL RESOURCES

### **Various maps of Israel, the ancient Near East, etc. on the Oxford Biblical Studies**

#### **Online site:**

[http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/opr/t120/e0795?\\_hi=18&\\_pos=6#match](http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/opr/t120/e0795?_hi=18&_pos=6#match)

### **Maps of the ancient Near East (Oxford Biblical Studies Online):**

The Near East in the Time of the Assyrian Empire:

<http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/full/opr/t120/e0795/images/0195046455.map6.jpg>

The Near East in the Time of the Persian Empire:

<http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/full/opr/t120/e0795/images/0195046455.map7.jpg>

### **Maps of Canaan (Oxford Biblical Studies Online):**

Israel in Canaan: Joshua to Samuel to Saul:

<http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/full/opr/t120/e0795/images/0195046455.map3.jpg>

The United Monarchy:

<http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/full/opr/t120/e0795/images/0195046455.map4.jpg>

The Kingdoms of Israel and Judah:

<http://www.oxfordbiblicalstudies.com.iliff.idm.oclc.org/article/full/opr/t120/e0795/images/0195046455.map5.jpg>

Practice map quiz (on Canvas course site)

#### IV. EVALUATION

1. **Regular attendance and participation** in class. Our class time will be divided between a lecture and discussion on the week's materials as well as exegetical (interpretive) work on a biblical text or a discussion of how science informs biblical studies. Outlines (in Word) for lectures will be posted on the Canvas site before class for your use with each week's lecture. Students are to come to each class prepared to discuss, raise questions, and thereby engage all the assigned materials. Additional readings, when listed, are optional and listed for students who wish to have supplementary perspectives on the materials. **Please note** that Week 5 involves online work due to the way campus courses are scheduled during Gathering Days for Journey students.
2. **Terms quizzes.** Most weeks there will be a short quiz (10 items) on terms, names, sites, and dates relevant to our study and understanding of the HB.
  1. Many of these come from the terms Coogan lists at the end of his chapters, but others do not, since Coogan does not list every term I consider important for your basic knowledge of the Hebrew Bible. I suggest consulting Coogan and a one-volume Bible dictionary for help learning the terms. I also suggest working with others from class to define and learn the terms.
  2. These quizzes and terms are another way to learn about the Hebrew Bible and its contents. You may ask questions about terms in class if you are not finding useful information elsewhere, but please do your homework before asking in class; I want to add to what you have learned rather than being your one source for information!
  3. Each quiz must be completed no later than 11:45 p.m. MDT on Friday (there is no quiz in Week 5, Gathering Days, or Week 10). Each quiz has a time limit of 8 minutes.
  4. You may take the quiz a total of three (3) times, with Canvas recording your highest score. The terms on each quiz are listed in the schedule for that week. There are more terms than will appear on each quiz because Canvas mixes up which questions appear each time you take the quiz, so please learn them all. Caveat: terms from earlier weeks will not be re-listed, even though they may appear again in later weeks.
  5. Quiz questions come in a variety of forms, including true/false, multiple choice, all that are correct, etc. These different formats are designed to help you learn these terms.
3. **Map quizzes.** There are two map quizzes for this course, one on sites in the larger ancient Near East (ANE), the other on sites in Canaan. Each quiz is administered online over a two-

day period. The first quiz, on sites in the ANE, will be available for students between **Wednesday, 29 Sept. at 6:00 a.m. MDT and Friday, 1 Oct. at 12:00 p.m. MDT**. The second quiz, on sites in Canaan, will be available for students between **Wednesday, 3 Nov. at 6:00 a.m. MDT and Friday, 5 Nov. at 12:00 p.m. MDT**.

1. In order to help you learn and study for these quizzes, you can download the full list of map sites for the [ancient Near East](#) quiz and the [Canaan](#) quiz (I suggest you download the [Google Earth Pro](#) stand-alone program to your personal computer or laptop, but the files also will open Google Earth as a website in Chrome).
  - 1) Once you have Google Earth open on your desktop, using either the stand-alone program or the web version, you need to download the two lists of map sites, then open them in Google Earth. Once they are in Google Earth, click the box next to the “ANE Map Site – Key” or “Canaan Map Sites – Key” so that all the places are indicated on your map.
  - 2) The pins are color-coded: Yellow = site, Red = region, White = bodies of water
  - 3) Regions are indicated by dark borders and shaded areas.
2. I suggest you learn each site by its relationship to fixed landmarks or bodies of water, since not every pin will appear on the map questions.
3. In each quiz, students are to identify correctly sites, regions, and bodies of water on the map. Each question has a colored pin on the map indicating which site must be identified. Each question is multiple choice; select the correct answer from the list.
4. Each quiz has a time limit of 8 minutes. You have three (3) attempts at each map quiz, with Canvas recording your highest score. As with the terms quizzes, there are more sites in for each quiz than you will be asked, so you are likely to have at least one or two different sites posed for you from one quiz attempt to the next.
5. **Practice map quiz.** A [practice map quiz](#) is available for your use. Based on [New Testament sites](#), it is designed to help you become familiar with how the quiz works in Canvas.
4. **Examinations.** There will be two examinations in the course: a midterm and final. Both involve writing essays in response to questions provided by the professor.
  1. **Midterm:** the midterm examination questions will be posted at 12:00 pm MDT (noon) on Saturday, 16 October; answers are due on **Wednesday, 20 October no later than 11:45 p.m. MDT**.
  2. **Final:** the final examination questions will be handed out in class in Week 10 (and then posted online); answers are due on **Saturday, 20 November no later than 11:45 p.m. MST**.
  3. **Both examinations are open book.** Students may consult their course materials, discuss the questions with others in the class and what they understand each question to be asking, and how they might go about formulating an answer. However, each student must write their own answers for the examination. Students may not share answers, review the answers of others, or assist directly in any way with the answer of another student. What I am encouraging is collaborative work preparing your answers, but once you begin answering the question, collaboration or consultation with others is prohibited. Each student is to write their own answer.
  4. Both examinations are essay exams. Both will be comprehensive of the materials to that point in the course (i.e., through Wk 5 for the midterm, through Wk 10 for the final). Students will be given 2 or 3 questions and asked to write essay answers to them. All essays are to follow graduate school standards for written work: typed, in

12 point font, with 1 inch margins on all sides, double-spaced, proof-read and carefully checked for grammar and style, with proper citation style. Examinations can be answered on the basis of assigned course materials. In other words, the examinations are not research papers. As a result, references to assigned course materials do not require bibliographic information beyond author, title, and page(s). Only if you must cite an outside source (i.e., other than the materials assigned for this course) do you need to provide proper bibliographic information in a footnote for that source.

### **Suggestions for successful studying and learning**

1. **Electronic devices.** Except for the purpose of listening to lectures, I strongly suggest you turn off all electronic devices while studying. [Research](#) indicates students learn more when they take notes with pen and paper rather than taking notes on a computer. There is a lot of material to learn in this course, so do whatever you can to improve your learning and retention of it. Turning off electronic devices is a big step in this direction. In my research practice, I read with pen and paper at my side so I can take notes (source, page, quotations [if really needed], observations and ideas I have on the reading). Once I'm done reading, I summarize the main point of the reading in my notes. Only after I do all this do I turn on my computer and transcribe my notes into a digital format. This practice gives me two opportunities at learning the material: when I take notes (which requires me to put ideas from the reading into my own words, thereby aiding me in learning it and making sure I understand it), and again when entering them on my computer.
2. **Reading.** Be an active reader. When you begin, read through the section headers so you can see the structure of the argument. Then read through the material with a pencil or electronic highlighter, noting and underlining important information and elements of the argument. If you are underlining everything, it's too much. Stop, put down the pencil, and read through the material quickly. When you finish, articulate out loud the central argument of claim being made in the reading. If you cannot do this, skim the materials again to identify the central argument! Then pick up your pencil and go back and read more slowly, noting and underlining the important elements of the argument.
3. **Use the resources in Coogan.** The Coogan textbook offers a variety of ways for learning the materials. The terms and review questions at the end of each chapter are helpful for making sure you understand what you just read, and later, for review. The Glossary, Chronology, maps, charts, images, and other materials in each chapter and at the end of the book are very helpful. I encourage you to use them regularly. You also have access to the Oxford Biblical Studies website, using either the code that came with your copy of Coogan (these often are expired or missing), or accessing the site through the Iliff library database site. There is an overwhelming amount of information on this site, but don't let that intimidate you. Log in, enter a search term, and start learning how to use the site and narrow your focus. Dictionaries, handbooks, maps, and other reference materials on the site are good places to begin your research.
4. **Review and study!** In preparation for examinations, review your lecture and reading notes before beginning the examination. When you receive the examination questions, read through each question carefully to ensure you understand it. If you do not, then contact the professor right away and ask for clarification. You also can contact other students in the course to ask for help clarifying the question(s), but be forewarned, the professor is the best interpretive source on them and what he is asking! ☺ Once you understand the question,

review the pertinent notes, lectures, and readings. Write out an outline of a possible response, then edit and fill in gaps as needed. The review and outlining of questions will deepen your understanding and comprehension of the materials presented in the course. Not only will this time and effort help prepare you for the examination, they will make you better equipped to address questions about the Bible in the future and therefore be more confident as a person with a graduate school degree from Iliff!

**IV. GRADING**

Weekly participation.....	20%
Terms quizzes .....	10%
Map quizzes.....	10% (5% each)
Midterm examination.....	25%
Final examination .....	35%

Iliff's Academic Integrity policy will be followed and is available on the Iliff website. *All students are encouraged to read carefully and understand this policy.*

**Pass/Fail requests** must be made by e-mail to Prof. George ([mgeorge@iliff.edu](mailto:mgeorge@iliff.edu)) no later than **Friday, 17 September 2021**. E-mailed responses approving or denying each request will come from the Professor. If you do not receive an email response by Friday, 24 September 2021, please contact the Professor by email.

**Incomplete grades** will be granted only in the rarest of cases, and will follow the published incomplete policy in the *Masters Student Handbook*, which is online, with the addition that students who receive an incomplete will be required to make up all work, plus write a 5 page exegesis paper.

**Policies and Services:** Please review this section of the course Canvas site. Please note the modifications and deadlines stated above, as they are the policies for this course.

**V. GRADE SCALE**

A.....	94–100
A- .....	91–93
B+ .....	88–90 (NB: a score of 90 is a B+)
B.....	83–87
B-.....	80–82
C+ .....	78–79
C.....	73–77
C-.....	70–72
D+ .....	68–69
D .....	60–67
F .....	59 or below

## VI. COURSE SCHEDULE

**PLEASE NOTE THE FOLLOWING ANNOUNCEMENT FROM THE DEAN'S OFFICE:** "In the event that any participant in a course meeting on campus tests positive for COVID, that course will move to synchronous virtual meeting during the scheduled class time for the next two weeks. After that quarantine period the course will then resume meeting on campus as scheduled."

### Week 1      **Introduction; Making a Scroll: The Pentateuch**

Reading: Please read these materials prior to the first week of class.

Genesis: it is more important to get through the entire book and become familiar with characters, stories, and where events occur than to read every word. Try to outline the biblical books as we read them this term, so you can see the organization and structure at a macro-level.

Coogan, 1–78 (Chs. 1–5)

Brown, entire book

*WBC*, pp. 1–9, 27–45 (optional 46–55)

Epic of Gilgamesh, Tablet XI (A. R. George translation:

<http://etana.org/node/566>)

Enuma elish (W. G. Lambert translation: <http://etana.org/node/581>)

Please note: as you read Tablet XI of Gilgamesh and the Enuma elish, the important task is getting a strong understanding of how these ancient Near Eastern texts recount stories similar to ones found in Genesis, including what happens, why, who acts and responds, what motivates actions and responses, how events happen, and outcomes. You do not have to read every word to achieve this level of understanding, although you may want to do so, since the stories are told well

Additional reading:

**Science Readings:** Cosmology, Creation, and the Big Bang

From a Christian perspective: Stoeger, "Is Big Bang Cosmology in Conflict with Divine Creation?" from *The Heavens Proclaim*

<https://www.vaticanobservatory.org/education/big-bang-cosmology-conflict-divine-creation/>

From a Jewish Mystical perspective: Berg, "North of the North Pole" from *The Essential Zohar* (uploaded to Canvas)

From an Evolutionary Perspective: Biological Evolution and the Kinship of All Life <https://www.youtube.com/watch?v=wFplhgSxnbw&t=84s>

Sources of the Pentateuch (handout)

### Week 2      **The Struggle over Israel**

Reading:

Exod 1–24

Coogan, 79–107 (Chs. 6–7)  
*WBC*, 56–66 (optional 67–69)

John Barton, “Source Criticism,” pp. 162–65 in *The Anchor Bible Dictionary*, v. 6

**Terms** that are part of this week’s quiz (there are 12 terms but only 10 will appear on the quiz, as determined by Canvas). Please remember that you have 3 (three) attempts on the quiz, with your highest score being the one Canvas will record in the grade book.

**Science Review (during class):** Basic Scientific Method

See “The Scientific Method” handout on Canvas, with links to videos and other aids  
\*\*\*Go over handout in class

Additional reading:

**Science Readings:** Biblical Archaeology

“Introduction,” pages 1–9 (and any other parts that interest you) from Cline, Eric H.  
*Biblical Archaeology: A Very Short Introduction*. Vol. 217. Cary: Oxford University Press, Incorporated, 2009 (available on-line from DU Library). \*\*\*Pay special attention to the chart that makes up pages 6–9 of the Intro.

How Dating is Determined in Archaeology:

<https://www.youtube.com/watch?v=NFNPmRWDBag>

Names and dates of important periods:

[https://en.wikipedia.org/wiki/List\\_of\\_archaeological\\_periods\\_\(Levant\)](https://en.wikipedia.org/wiki/List_of_archaeological_periods_(Levant))

<https://www.history.com/news/prehistoric-ages-timeline>

### Week 3

#### **Becoming Subjects**

Reading:

Exod 25–Deut 34

Coogan, 108–62 (Chs. 8–10)

George E. Mendenhall and Gary A. Herion, “Covenant,” pp. 1179–1202 in *The Anchor Bible Dictionary*, v. 1

Gary A. Anderson, “Sacrifice and Sacrificial Offerings,” pp. 870–86 in *The Anchor Bible Dictionary*, v. 5

*WBC*, 70–102

“Introduction,” *The Queer Bible Commentary*, ed. by Deryn Guest, Robert E. Goss, Mona West, and Thomas Bohache (London: SCM Press, 2006), 1–18.

**ANE map quiz.** The quiz will be available for you to log into Canvas and take between **Wednesday, 29 Sept. at 6:00 a.m. MDT and Friday, 1 Oct. at 12:00 p.m. MDT**. Please be sure to read the instructions carefully, be mindful of time, and to submit your answers using the “Submit Quiz” button at the bottom of the quiz.

Additional reading:

**Science Readings:** Human Health and Disease



Schamberg, Jay F. "The Nature of the Leprosy of the Bible: From a Medical and Biblical Point of View." *The Biblical World* Vol. 13, No. 3 (March, 1899), pp. 162–69. Published by: The University of Chicago Press  
<https://www.jstor.org/stable/pdf/3137334.pdf> (also uploaded to Canvas)

**Science Resources:** The History of Writing

The History of Writing, Part I- Cuneiform:

[https://www.youtube.com/watch?v=HyjLt\\_RGEww](https://www.youtube.com/watch?v=HyjLt_RGEww)

The History of Writing, Part II- Alphabet:

<https://www.youtube.com/watch?v=yPrcfawo9UM>

Hebrew → Greek → Latin/English Chart and Timeline:

<https://www.ancient-hebrew.org/alphabet/hebrew-alphabet-chart.htm>

<https://www.ancient-hebrew.org/alphabet/history-of-the-hebrew-alphabet.htm>

A Missing Link:

<https://www.haaretz.com/israel-news/canaanite-inscription-found-in-israel-is-missing-link-in-alphabet-s-history-1.9712097>

## Week 4

### Entering Canaan: The Importance of Space and Place

Reading:

Josh, Jdgs, 1 Sam 1–8

Coogan, 163–93 (Chs. 11–12)

Steven A. McKenzie, “Deuteronomistic History,” pp. 160–68 in *The Anchor Bible Dictionary*, v. 2

Robert Allan Warrior, “Canaanites, Cowboys, and Indians: Deliverance, conquest, and liberation theology today,” *Christianity and Crisis* 49/12 (Sept. 11, 1989), pp. 261–65

**Bonus material:** As evidence on how important archaeology is for the conflicts in Israel today, see [this article](#) from *The Washington Post* on 25 January 2019 about excavations currently taking place in East Jerusalem; note especially the quotation from Doron Spielman, vice president of the City of David Foundation.

**Science Review (during class):** Ancient Israelite Agriculture (archaeology and botany) & in-class honey tasting

Additional reading:

**Science Resources:** Ancient Food and Diet

Egyptian Beer Brewery: <https://www.bbc.com/news/world-middle-east-56067717>

Olive Consumption: <https://www.haifa.ac.il/2021/02/02/ancient-olives/?lang=en>

The History of Bread: <https://www.youtube.com/watch?v=cMAIKPIRkA>

Babylonian Food (and Mythology): <https://www.youtube.com/watch?v=7IYYhoO-hiY>

Winery: <https://www.thetorah.com/article/the-story-of-naboths-vineyard-and-the-ancient-winery-in-jezreel>

## Week 5

### **ONLINE: Sovereignty and Its Subjects; Midterm Examination**

1 Sam 9–1 Kgs 11  
Coogan, 197–225 (Chs. 13–14)  
*WBC*, 150–79 (optional 180–83)

Additional reading:

**Science Resources:** Understanding Sexual and Gender Categories in the Ancient Past

Halperin, “Sex/Sexuality/Sexual Classification” in *Critical Terms for the Study of Gender*, University of Chicago Press, 2014. Skim pages 465–84, the rest optional.

Potentially LGBTQ+ relationships in Ancient Egypt:

<https://www.liverpool.ac.uk/archaeology-classics-and-egyptology/blog/2021/sexuality-in-the-past/>

Gruse, Robert K. “Seven Gay Texts: Biblical Passages Used to Condemn Homosexuality.” *Biblical Theology Bulletin* 45, no. 2 (2015): 68–87. \*\*\*Read only sections on Genesis and Leviticus.

Midterm questions will be available on Canvas on Saturday, 16 October 2021 at 12:00 pm (noon) MDT; it is due the following Wednesday, 20 October 2021 no later than 11:45 pm MDT.

## Week 6

### **Sovereignities; Prophecy**

Reading:

1 Kgs 12–2 Kgs 13  
Coogan, 226–58 (Chs. 15–16)  
*PL* (Petersen, *The Prophetic Literature*), 1–45, 215–38

**Science Review (during class):** Animals of Ancient Israel

Additional reading:

**Science Readings:** Climate, Environment, and Empire

Cullen et al. “Climate change and the collapse of the Akkadian empire: Evidence from the deep sea” (uploaded to Canvas)

Reuveny, “Climate Change-induced Migration and Violent Conflict.” *Political Geography* (2007) 26: 656–73 (available on-line from DU Library)

“How Wind Could Have Parted the Red Sea,” <https://www.bbc.com/news/science-environment-11383620>

## Week 7

### **The End of Monarchy: Subjugation**

Reading:

2 Kgs 14–24; Amos; Hosea; Micah; Isa 6–10  
Coogan, 259–94 (Chs. 17–18)  
*PL*, 47–96, 169–81, 184–89, 193–96  
*WBC*, 299–308, 312–18, 326–28, 255–62

Additional reading:

**Science Readings:**

AI analysis of Dead Sea Scroll of Isaiah: <https://www.haaretz.com/israel-news/artificial-intelligence-helps-identify-authors-of-dead-sea-scrolls-1.9732803>

**Week 8**

**Exile, Domination, and Exilic Prophecy**

Reading:

Jer 1:1–8:3; 11–12; 17–20; 30:1–32:15; 36, Ezek 1–5; 8–11; 16; 37; 40:1–43:12, Lam 1–2, Nahum 1–2, Habakkuk 1–2, Isa 40–42  
Coogan, 295–334 (Chs. 19–20)  
*PL*, 97–168, 196–203  
*WBC*, 262–92, 329–38

**Canaan map quiz.** The quiz will be available for you to log into Canvas and take between Wednesday, 22 Oct. at 6:00 a.m. and Friday, 24 Oct. at 12:00 p.m. Please be sure to read the instructions carefully, be mindful of time, and to submit your answers using the “Submit Quiz” button at the bottom of the quiz.

Additional reading:

**Science Resources: Astronomy and Chronometric Systems**

PowerPoint lecture on ANE calendars

Ossendrijver, Mathieu. “Ancient Babylonian Astronomers Calculated Jupiter’s Position from the Area Under a Time-Velocity Graph.” *Science (American Association for the Advancement of Science)* 351, no. 6272 (2016): 482–484.

**Week 9**

**Wisdom and Its Discontents**

Reading:

Prov 1–9; Job 1–14; 38–42; Eccl 1–9  
Coogan, 387–420 (Chs. 24–25)  
*WBC*, 208–15 (optional 216–20), 232–46  
Roland E. Murphy, “Wisdom in the Old Testament,” pp. 920–31 in *The Anchor Bible Dictionary*, v. 6  
The Instruction of Amen-em-opet  
Babylonian Theodicy (skim)

**Week 10**

**Life After Exile; Why Bible Matters; Final Examination essays due**

Pss 1, 23, 89, 93, 117, 146; Ezra 1–7; Neh 1–4, 8–9; Ruth, Esther 1–5

Coogan, 335–86 (Chs. 21–23)

*WBC*, 221–31, 142–49, 201–07

Ralph W. Klein, “Ezra-Nehemiah, Books of,” pp. 731–42 in *The Anchor Bible Dictionary*, v. 2